Graphical summary measures are good for teaching concepts in non-calculus-based introductory statistics courses. They can be used as external scaffolding to support the solid structure of statistical methodology. Types of graphs useful in teaching differ by the statistical concepts. They allow teachers to slowly remove their support to students in reaching solution and making students more independent in handling the learning process. However, it is important to show students that different graphics convey different information about the data. Usefulness of graphs in teaching concepts involved in describing distributions will be discussed. (Received September 26, 2006)